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ABSTRACT

This booklet describes seven special education programs considered exemplary within the state of California. Details of program development, staff involvement, and exemplary program components are provided, as are aspects of the selection process. Projects are drawn from efforts by elementary and secondary schools, demonstration schools, county agencies, and university departments. Programs include: (1) a community-based early childhood program with high degrees of interaction with general education students; (2) a teacher/student integration program chosen for whole language curriculum, peer education partners, and variety of instructional strategies used; (3) a collaboration model for which testing services, taped books, and supplementary materials are available; (4) a learning laboratory system which also employed diverse methods and had a motivational program for all students; (5) a cost-efficient parent education method providing equal access for parents of diverse ethnic and cultural groups; (6) a vocational education program with a community base and business partnership; and (7) a preservice training model emphasizing a sense of group identity and support networks. Appendices outline the application process and criteria for selection. (PB)

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California's

Special Education Exemplary Programs

1988-89

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California's

Special Education Exemplary Programs

1988-89

Projects selected by:

California Comprehensive System of
Personnel Development Advisory Committee

Information compiled by:

Patricia Winget and Joyce Kirk



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Preface

Seven California special education programs were recognized as exemplary for the 1988-89 school year. Selected by the Comprehensive System of Personnel Development Advisory Committee (CSPDAC) in conjunction with the State Special Education Division's Program, Curriculum and Training Unit, these programs exemplify "the best in California Special Education" in five areas: early childhood special education, general education/special education collaboration, parent/professional collaboration, transition services and preservice training. This publication provides a description of the programs and the selection process used.

Educators reading this booklet will gain insight into the innovative and noteworthy aspects that contributed to the designation of each program as an Exemplary Program. For individuals involved with similar programs, a detailed description is provided of the development of each program, staff involvement and the exemplary program components for the possibility of program replication.

The goal of the California Comprehensive System of Personnel Development is to provide, as required by Public Law 94-142 and supported by State Education Code, a comprehensive mechanism for the ongoing training of all persons involved in the education of individuals with exceptional needs. CSPDAC was formed to provide input to the Special Education Division, California State Department of Education. The purpose of CSPDAC is to advocate for special education personnel development with the Legislature, the State Board of Education and the Advisory Commission on Special Education. CSPDAC is comprised of representatives from twelve Regional Coordinating Councils throughout the state. Members of the councils include teachers, parents of individuals with exceptional needs and representatives from the Special Education Division, Special Education Administrators of County Offices (SEACO), Special Education Local Plan Area (SELPA) administrators, the California Association of Professors of Special Education (CAPSE) and the Commission on Teacher Credentialing (CTC).

CSPDAC is proud to have the ongoing responsibility of selecting the California Special Education Exemplary Programs. The Exemplary Programs provide great promise for having an impact on improving the quality of special education programs across California. The Exemplary Programs serve as a useful format for recognition of programs that represent "best practices," as well as providing a basis for shared knowledge and dissemination of information throughout the state.



Acknowledgments

Without the cooperation and effort given by many people, the selection of exemplary programs in California Special Education for 1988-89 would not have been possible. Most importantly, I am grateful to the many applicants who were willing to open their programs to close scrutiny in an effort to gain exemplary status. This includes both those selected and those not selected. The latter are particularly appreciated because it takes courage to enter the race and it is disappointing not to win.

Instrumental in the selection process were the twelve California Special Education Regional Staff Development Councils. It was their job to select the three best entries from their region to send forward for further evaluation.

The major responsibility for selection of finalists fell to the Program Subcommittee of CSPDAC (Comprehensive System of Personnel Development Advisory Committee). Along with other members of CSPDAC, the subcommittee put in many hours planning the process, evaluating submissions and visiting Exemplary Program applicants.

Also important in the process were the special education field experts who assisted in visitations of Exemplary Program applicants. Their expertise was invaluable.

Finally, professional help provided by the State Department of Education, Special Education Division staff was vital to success of the Exemplary Program selection process.

In a more personal and individual manner, I want to specifically recognize the following persons for their contribution to the 1988-89 Exemplary Program process:

CSPDAC Members and Program Subcommittee Members:

Don Doorlag, Ph.D., San Diego State University
Fran Arner-Costello, Coordinator, Ventura County SELPA
Janis Spinozzi, Coordinator, Kern County SELPA
Steve Street, Program Specialist, Sonoma County SELPA
John Namkung, Director, Special Services, Fremont Unified School District
Marie Schrup, Ph.D., Commission on Teacher Credentialing
Kathleen Harris, Ph.D., Los Angeles State University

Program Visitation Colleagues:

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Liz Brittain, Program Specialist, San Bernardino County East Valley SELPA
Patricia Cegelka, Ph.D., San Diego State University
Robin Faigin, Program Specialist, Ventura County SELPA
Bill Jager, Program Specialist, Kern County SELPA
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Eleanor Lynch, Ph.D., San Diego State University
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Consultant:

Dru Stainback, Honig Advisory Committee on Special Education



State Department of Education:

Kimberly Edwards, Education Program Assistant, Program Curriculum and
Training Unit

Marion Miller, Acting Administrator, Program Curriculum and Training Unit

Karl Murray, Assistant to the Director, Special Education Division

Pat Winget, Manager, Resources in Special Education (RiSE)

To all the people involved in the selection process, I want to express my appreciation and say
loudly and clearly "thank you."

Gary W. Myerson
Director of Special Education
Poway Unified School District
Chairperson, CSPDAC Program Subcommittee

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Introduction

During the 1988-89 school year CSPDAC became actively involved in developing an improved process for identifying Special Education Exemplary Programs as part of the California School Recognition Program (CSRP). The identification of high quality exemplary programs enable these programs to play a special role in the personnel development process by serving as either models to demonstrate exemplary practices or as potential training sites for special education personnel. The task of refining the selection process was assigned to CSPDAC's Program Subcommittee. The subcommittee has also been requested to assume the primary responsibility of selecting the exemplary programs in 1989-90 in coordination with the Division of Special Education.

Approximately 95 applications were submitted to the 12 Regional Councils. The Regional Councils collectively forwarded 33 applications for review by CSPDAC. The 12 Regional Councils had the responsibility of collecting the original applications, reviewing and evaluating them and forwarding to CSPDAC a maximum of three applications determined as exemplary. The Regional Councils were responsible for developing a review process and used a variety of different procedures to review the applications and identify their nominees.

All of the applications forwarded by the Regional Councils were carefully and independently reviewed by each member of a CSPDAC panel. While this panel was composed primarily of members of the Program Subcommittee, other CSPDAC members were selected to participate in the review process to assure that there was a cross-section of expertise covering all of the application areas. Following each member's independent review, the panel met as a group to share individual ratings and to participate in a collective evaluation of the nominees. At that meeting they narrowed the applications being considered to 10 finalists. Each of these program sites were then visited by a team composed of a member of the review panel and an independent professional "expert" whose specialization was in the program area of the application. This visit provided the team with the opportunity to verify the information presented in the application and to collect information regarding any questions raised by the review panel. At the conclusion of all visitations, the entire review panel met to consider results of site visits. At this time the panel made final determinations to recommend that seven of the finalists be granted an Exemplary Program award.

While the process included many difficult decisions, the seven programs selected clearly exhibited exemplary characteristics. There was a consensus among the review team members and the expert reviewers, that the programs were deserving of the award.

CSPDAC has used the experiences gained during 1988-89 in developing specific revisions in the application and review process for the Exemplary Programs Award. One change for the coming year is that there will not be specific areas of application (e.g., early intervention). All types of special education programs may apply. Applicants are provided with more precise directions regarding the submission of information. They are encouraged to provide data which would support specific program components listed in the application. Applications for the Special Education Exemplary Program awards may be obtained through the Regional Staff Development Councils.

The Regional Councils will continue to play an important role in the review and selection process. In 1989-90 all regions may forward at least 3 nominations and as many as 6 can be forwarded by the more populous regions. CSPDAC will also provide the councils with a set of basic guidelines and procedures to follow in conducting their review. These guidelines will attempt to standardize the review process.



CSPDAC members will continue to be involved in the selection process and the positive outcomes resulting from the identification and recognition of exemplary programs. The following are some of the outcomes which provide a rationale for the continuing identification and recognition of exemplary programs.

1. Recognition for programs that exemplify the use of currently accepted philosophical and research-based methods in Special Education. In the identification of Exemplary Programs, some of the global qualities that should be reflected are technical adequacy, innovation/creativity, replicability, legal conformance, thoroughness, accountability, and effectiveness.
2. Encouragement and the opportunity for others to adopt and emulate the programs and practices identified.
3. Increased awareness of high-quality practices in special education.
4. Showcase the best there is in California special education, providing the State an opportunity to gain national recognition as a leader in special education.

Don Doorlag, Co-Chairperson
California Comprehensive System of Personnel
Development Advisory Committee (CSPDAC)



Exemplary Program Descriptions

- Early Childhood Education
Skyline Elementary School
- General Education/Special Education Collaboration
Hillside University Demonstration School
- General Education/Special Education Collaboration
Mission San Jose High School Resource Model
- General Education/Special Education Collaboration
Floyd M. Stork Elementary School
- Parent/Professional Collaboration
San Diego City Unified School District
- Transition Services
San Luis Obispo County SELPA
- Preservice Training
Department of Special Education,
Rehabilitation and School Psychology,
California State University, Sacramento



Early Childhood Special Education Skyline Elementary School

'Not Just Special Ed Students'

Exemplary
Features:

High degree of interaction with general education students

Cooperative involvement of regular educators, special educators and parents in program

Community-based education incorporated

Strong support and involvement from administration

Recipient:

Skyline Elementary School
Solana Beach Elementary School District
San Diego North Coastal Consortium SELPA, San Diego County

Program:

Early Childhood Program for Students with Severe Handicaps

Ages:

3-8 years

Staff:

Dr. Ray Edman, Superintendent
Christine Watts, Director of Special Education
Berge Minasian, Principal

Classroom Staff:
Louise Supnick, Special Education Teacher
Diana Hofer, Aide
Sheila Jarr, Aide
Lori Martinez, Aide
Linda LaGrange, General Education Teacher
Helen Walsh, Speech and Language Pathologist
Dawn Fleming, Adapted Physical Education Teacher
Sherry Doolittle, Computer Teacher
Jamie Crowley, Media Teacher
Mary Hinshaw, Music Teacher



Seven years ago, students with severe disabilities and their parents in Solana Beach School District were concerned with the preschool service. They were concerned with the sometimes up-to-an-hour commute to schools outside their neighborhood. The school which they attended was overcrowded and on a campus for only special education children — there was no interaction with the wider variety of children found on integrated sites.

Out of this multitude of problems a now exemplary system of service for early intervention has been developed.

At the annual Books and Beyond Awards Ceremony all of the students in the Skyline Early Childhood Program for Students with Severe Handicaps (SH) received an award for having read a required number of book — even though some are not able to read. These students with Down's Syndrome, Cerebral Palsy and other developmental and physical disabilities were able to receive an award because their peers — children from the general education classes — had read the books to them.



During recess and lunch break volunteers had shared stories helping each to acquire the reading award.

Skyline Elementary School offers a program which provides community-based instruction and integration of up to 90% of the special education child's time with general classroom students. In this school, the children in the SH program are an integral part of the school and they are thought of as students of the school first and not "special ed kids," explains Louise Supnick, special class teacher.

The Solana Beach School District believes the education of children is a cooperative effort of home, school and community. The early intervention program serves children with a wide variety of disabilities from ages 3 to 7. For children from kindergarten through second grade, daily instruction is provided in a multi-grade open education classroom with the support of parents and general education peers and is augmented with activities that are community-based. All participate in integrated activities regardless of skill level and ability. Speech and language services and adapted physical education are integrated as well.

Skyline program utilizes the California State Individualized Critical Skills Model as its framework for curriculum development which emphasizes the teamwork of parents and teachers, integration with non-disabled peers and age-appropriate activities and an instructional program which consider the natural environment of the child.

Students, age 5 to 7 enrolled in this program, attend school for six hours daily and those age 3 to 4 are enrolled for four hours. The schedule is divided into time blocks that allow for both the classroom and community instruction. A maximum utilization of resources are used on the Skyline site and within the SELPA and community. Site services include, instruction from specialists, school psychological services, nursing serv-

"General education and special education children benefit from being on the same campus — the interaction provides valuable lessons about the complexity of life and the nature of individual differences."

ices, media center involvement, participation in computer lab, music programs and arts. SELPA services include deaf/hard of hearing itinerant services, itinerant vision, specialist services, occupational therapy and physical therapy services through California Children's Services and the Regional Center personnel. Community services include Boys and Girls Clubs, YMCA programs, child care centers, local library and community-life skill education in local businesses.

Parental interest and concern has lead to a high level of involvement in which they are co-writers of goals for their children and they share in the responsibility for achieving them.

The success of the program is due in part to the strong support from the administration as well as the superintendent and school board. The site principal and special education director attend all Individualized Education Program meetings and the evening monthly parent meetings. Supnick explains that the principal is available for day-to-day problems, "for brainstorming, for ongoing support and for supervision." The district has a high degree of commitment for staff development. All teachers, not just the special education staff, are given six days for inservice and planning. Principal Berge Minasian is quick to recognize the teaching staff as the reason for much of the program's success. "What we are seeing here just doesn't happen — it happens because of the professional manner and diligent work of staff." SELPA Director Mike Byrne also feels that the most obvious exemplary aspect is the staff — "they are always up-to-date and looking for innovation. Their openness and willingness to stay informed is outstanding." Supnick states, "Our program is always evolving. There are constant changes and modifications to match the changing environments of our students."

As a regional program for the North Coastal Consortium for Special Education, Skyline serves children ages three to twelve years old. As part of the North Coastal Special Education SELPA, Skyline classes are open to all SH children throughout the North Coastal Consortium region of 13 school districts stretching from Del Mar to Oceanside. Skyline serves mainly children from the southern part of the region.

Supnick feels that the program can be easily replicated in a district where supportive administration and parents exist.

Even with their recognized success efforts, Skyline continues to increase integration based on Skyline's strong conviction that "general education and



special education children benefit from being on the same campus — the interaction provides valuable lessons about the complexity of life and the nature of individual differences.”

Contact:

Dr. Christine Watts
Director of Special Education
Solano Beach School District
309 North Rios Avenue
Solano Beach, CA 92075

General Education/Special Education Collaboration Hillside University Demonstration School

'Integrate Teachers and Students'

Exemplary
Features:

Planned implementation and staff development

Integration of special education students

Variety of instructional strategies used

Whole language reading/writing curriculum

Peer education partners

Use of technology

Recipient:

Hillside Elementary University Demonstration School
San Bernardino City Unified School District
San Bernardino County SELPA, San Bernardino County

Program:

Schoolwide Collaboration

Grade Level:

Preschool - Grade 6

Staff:

Martha Pinckney, Principal
Chris LeRoy, Program Specialist
Marjorie Hood, Teacher, Preschool-Kindergarten Communicatively Handicapped
Linda Meyer, Teacher, Grade 1
Mary Beth Norris, Teacher, Preschool Resource Specialist Program
Debra Law, Teacher, Preschool - Kindergarten, Communicatively Handicapped
Jesse Staples, Teacher, K - 6, Resource Specialist Program
Tim Weekley, Teacher, Primary Severely Handicapped
Pat Wright, Teacher, Intermediate Learning Handicapped
Betty Cozad, Speech, Hearing and Language Specialist



A unique opportunity to integrate both students and teachers came to Principal Martha Pinckney when Hillside Elementary reopened after being closed for 14 years. The San Bernardino school was selected to be a demonstration teaching model for California State University at San Bernardino (CSUSB) as well as the site of the first integrated class for primary aged students with severe handicaps (SH). The dual purpose to serve as demonstration classes for innovative instruction and to offer a integrated environment laid the groundwork for this 1988-89 State Special Education Exemplary Program.

Before the school opened in 1987, much planning took place to develop the model. With a general focus of being an LRE-based (least restrictive environment), child-centered program, prospective Hillside teachers were carefully interviewed by a panel from San Bernardino City Unified School District and the university. A highly motivated faculty was hired that summer who participated in a week long staff development and planning retreat before the doors were opened to the first students.



During that week, the tone was set for the program, bonds were established and a common mission was defined. Pinckney recalls the staff discussed how students with special needs would be integrated... "how we would be one school—not a school within a school." A general awareness that, as Pinckney says, "everyone has a challenge—some we can see, some we can't" evolved paving the way for acceptance of the six special education classes which include communicatively handicapped, multiply handicapped, learning handicapped, severely handicapped and two resource specialist classes.

The mission statement collaboratively developed during that first staff meeting, says teacher Linda Meyers, is that "all children will be nurtured from where they are to where they can go to the best of our abilities."

This tone of acceptance for all students extended also to the teachers. Pat Wright who teaches the learning handicapped (LH) intermediate class explains, "I felt like an outsider in all the other schools I worked in. But by Martha's invitation, the Hillside teachers reached out to me to bring my students into their classrooms where our curriculum coincided."

Crucial to effective collaboration, notes Pinckney, is "integrating the teachers as much as the students." There are no regular education and no special education departments at Hillside Elementary. Neither are there primary or upper grade departments. Pinckney facilitated open communication between all staff by allowing joint decision-making as well as scheduling lunch time together and equitable assignments of school duties. One example is that the resource specialists are assigned regular yard duty. These shared responsibilities have contributed to the "total teamwork" Pinckney sees now at Hillside.

"Everyone has a challenge — some we can see, some we can't."

There also are no "special education only" lines at Hillside according to former SH teacher Chris LeRoy. Special education students grades 1-6 begin and end each school day in a regular education homeroom and go to lunch with homeroom classmates. Wright regularly team teaches with the third grade teacher and some of her students with learning disabilities tutor the third graders. Meyer has a full-time student with orthopedic and communication disabilities and works daily with mainstreamed students from the SH class. Additionally, regular education students apply, interview and contract for tutoring positions with individual students in special education through the Peer Education Partners (PEP) program.



As a demonstration site for CSU San Bernardino, innovative teaching models are implemented in the Hillside classes. Integrated Thematic Instruction, clinical teaching, cooperative learning and active learning are a few of the strategies university preservice students may observe firsthand. LeRoy has used technology in creative ways to "open up our class beyond the walls of B-6." LeRoy was able to develop music videos, videotaped plays that enticed students, teachers/staff from all of the school to join in.

LeRoy describes the results:

"The high point of these collaborations was a musical based on Little Red Riding Hood that was created entirely by an integrated group that took roles as actors, writers, directors, costume and set designers. A videotape at the end of the three week enterprise revealed how drama can create a powerfully interdependent community. All participants, however small their role, had to cooperate and concentrate to bring the play to life. For these few moments no labels or barriers existed. This was drama for drama's sake not just for integration and it pointed out just how far we had come at Hillside."

Hillside faculty share this sense of community. The exceptional enthusiasm and dedication of all teachers under the supportive leadership of Principal Pinckney have contributed to making Hillside an exemplary program says Wright. She finds it "extremely exciting to work with such positive people. When I look at my peers, I want to be right up there among them."

Contact:

Martha Pinckney, Principal
Hillside University Demonstration School
San Bernardino Unified School District
4975 North Mayfield Avenue
San Bernardino, CA 92407

General Education/Special Education Collaboration Mission San Jose High School Resource Model

'A Collaboration That Works'

Exemplary Features:

Carefully planned with school principal, departmental
leaders and volunteers from general ed staff

Resource specialist, core teacher team teaching

Direct services provided to all identified students

Tutorials offered before, during and after school

Study sessions, testing services, supplementary materials
and taped books available

Recipient:

Mission San Jose High School
Fremont Unified School District
Washington Township SELPA, Alameda County

Program:

Resource Specialist Program

Grade Level:

Grades 9 - 12

Staff:

John Namkung, SELPA Director
Steve Dellanini, Principal
Dorothy Highbaugh, Resource Specialist, Special Education Department Chair
Patricia Moseley, Resource Specialist
Karen Nott, English Teacher





Resource specialists Dorothy Highbaugh and Pat Moseley observed that their high school students were being limited in the exposure to peer groups and to information such as group discussions and classroom materials. Highbaugh explains, "As we pulled students into our resource room we could remediate some of their problems, but they could never generalize it into use in other classrooms...we were just being tutorial." They also felt that classroom teachers often had undue expectations of the resource students, not fully understanding the nature of their learning disabilities.

As a part of a School-Based Coordination Program, Highbaugh and Moseley heard the plaudits of those implementing a collaborative teaching

model yet were unwilling to have a program "foisted" upon them. So in the Spring of 1987 they sat down with Principal Sharon Belshaw-Jones to design a collaborative education program for Mission San Jose High students with special education needs. The goal of the program was twofold: 1) keep the special education students in core curriculum classes and 2) reach and lend support to at-risk students who did not qualify for placement in the resource program. Three curricular areas that resource and at-risk students were having the most difficulty in were targeted. Department chairpersons were consulted and core teachers in these subject areas were recruited to work with the resource specialists to provide effective instruction to resource and at-risk students.

Karen Nott, ninth grade English teacher, was one of three volunteers. Of the program, Nott says, "I think they've got me for career-life!" She explains, "Having that other adult to bounce things off of is really useful both in the planning stages and in class, demonstrating concepts to the students."

"Having that other adult to bounce things off of is really useful both in the planning stages and in class, demonstrating concepts to the students."

The particular form of collaboration that has developed with Nott and the resource specialists is an equal "give and take" says Highbaugh. Nott, as core teacher, maintains responsibility for curriculum planning and grading. Nott adds that the resource specialist mainly provides input on the method while she provides content recommendations. Additionally, all students in this collaborative freshman English class are taught the Strategies Intervention Model by the resource specialist two days each week. Nott explains, "I run the basic program, set up the structure of the class, then we determine at what point the teammate—special ed teacher—will come in and teach specific learning strategies."

Nott finds the collaboration "extremely helpful." While she is thinking "more in terms of the whole group, (the resource specialists) are working one-to-one with students all the time and it really makes them more aware of what these kids need." She recalls a unit on Hiroshima in which the resource specialist recommended the students draw story

strips placing the characters in a time sequence of events. This technique, Nott says, "helped us get through the book and I think they remembered the information more because they had something visual to connect it to....English teachers are very writing oriented—we have to be reminded there are other modalities."

The nature of collaboration varies with each core teacher. Moseley says, "As a resource teacher we allow the core teacher to take the lead and we provide assistance as needed." Highbaugh explains, "Sometimes we're just two sets of hands in the classroom seeing students while somedays I have the whole classroom." Moseley adds, "You have to suppress your ego because you're there to make things better for the student."

Core teachers and other general education teachers are assisted by the resource specialists in other ways. Taped textbooks, class notes and supplementary materials are available for student use. Study sessions are conducted before tests. Tutorials are offered before, during and after school. Curricular materials are also adapted such as a high level science packet which Moseley rewrote and which all the life science classes are now using. Moseley also offered an evening study skills class through the adult education program.



Although all resource students are offered a full day of general classes, direct instructional services continue to be provided in the resource room for those students needing the specialized services. Study skills, getting to know a textbook and the Strategies Intervention Model are among the topics covered by the resource specialists in the smaller, more intimate setting. Within the general education classes, the resource specialists closely monitor the resource students' achievements.

Highbaugh and Moseley believe that because the Mission San Jose High teachers were allowed flexibility in using their services and they were supported in any way possible, staff members often initiate the contract with the resource specialists seeking ideas and suggestions for modifying classes. Teachers have willingly accepted larger class sizes to create small basic core classes. Additional teachers have volunteered to teach collaborative core classes during the second- and third-year planned expansion of the program. Preferential scheduling for target students facilitated by the principal has enabled enrollment in the collaborative classes.

"For years the teachers have walked by our classroom seeing us work quietly with six students, thinking 'What is it they do in there?'"

"Teachers, as a whole, appreciate it," says Nott. "In the past many of these students would still have to somehow succeed in these classes without the teacher being there as a resource person to help plan, to reinforce the lessons, to make suggestions as to how to make it more palatable. It's taken a load off us."

For the resource and at-risk students, the greatest benefit Highbaugh and Moseley have observed, is in the students' self-esteem: "They feel they can do something and that they're learning a lot." Attendance has improved as has the number of assignments completed and amount of participation in the core curriculum.

Mission San Jose High School Resource Model

Not only are the resource students mainstreamed — so are the resource specialists. Highbaugh explains, "For years the teachers have walked by our classroom seeing us work quietly with six students, compared to their 30 to 35 students, thinking 'What is it they do in there?' Now we're accepted as part of the team, not those teachers over there in the corner."

Contact:

Dorothy Highbaugh, Resource Specialist
Mission San Jose High School
Fremont Unified School District
41717 Pal Avenue
Fremont, CA 94539



General Education/Special Education Collaboration Floyd M. Stork Elementary School

'The Learning Lab Concept'

Exemplary
Features:

- Specialist teachers and aides combine resources and skills
- Diverse teaching methods used
- Resource Specialist assists core curriculum teacher
- Motivation program for all students

Recipient:

- Floyd M. Stork Elementary School
- Alta Loma School District
- West End Special Education Service Region SELPA, San Bernardino County

Program:

- Learning Handicapped and Resource Specialist Program

Grade Level:

- K - Grade 6

Staff:

- Robert C. Gayl, Former Coordinator of Special Education
- Peter Watson, Principal
- Robert Sorenson, Assistant Principal
- Sharon Henish, Resource Specialist
- Kerry Davis, Learning Handicapped Teacher
- Jean Zetterberg, Resource Specialist Assistant
- Eloise Bauer, Special Education Aide
- Jill Parsons, Psychologist
- Tony Ellis, Counselor
- Cheryl Proulx, Language Therapist



When Peter Watson was assigned as principal of Floyd Stork Elementary School in Alta Loma, he was concerned about students identified as learning handicapped and those in the resource specialist program. "It didn't seem to make sense to identify these students as special kids, put them out in a little white trailer away from the building and isolate them," he says. So during his second year at Stork, Watson worked closely with the special class teachers to develop a challenging, non-segregated environment for students which evolved into the Learning Lab Concept recognized as exemplary by the State Special Education Division.

Watson explains, "We wanted to show that special education is more than pulling kids out and having them go to a special little place. A lot of special ed identified kids need social interaction skills in addition to remediation in specific academic areas. This concept allowed us to

branch out and deal with the student as a whole kid—not just with one problem." The LH and RSP classrooms were moved into the center of a school site pod, consolidated into a single large classroom and students from the general education program began to access the lab for tutoring, a motivation program or as classmates of the special class students working together on a common project.



Stork Elementary was already a School-Based Coordinated Program with a well-defined pre-referral process and a strong school site council with good parent support, observes

district special education coordinator Robert Gayl. It provided the foundation for the success of the Learning Lab. Watson recalls "one of the dilemmas and one of the hurdles" in creating a new conceptual program through the School-Based Coordinated Program is that "you have to make sure that funds are appropriately allocated to serve the needs of all our kids." The Learning Lab has successfully met the needs of Stork students as evidenced through fewer referrals to the student study/school appraisal team, fewer discipline referrals, improved academic performance of RSP and LH students, reduced time spent in special class placement with increased numbers of RSP students exiting special education.

By combining the LH and RSP classes into a single classroom, Gayl saw "two teachers who were happier" with maximum effectiveness. Instead of "working all day with six kids in an isolated classroom," observes Gayl, the special class teachers became a team bouncing ideas off each other, sharing staff and materials, grouping students in core academics and allowing for one of them to observe, support and assist students mainstreamed into the general education program. Using each other as a

"Special education is more than pulling kids out and having them go to a special little place."

resource base, RSP teacher Sharon Henish and LH teacher Kerry Davis were able to do cross-teaching within their classroom. Henish and Davis each year develop a complex scheduling system which will meet the varied needs of all their students. Although they maintain separate academic and behavioral management systems in their classroom, related resources such as adapted physical education, language, speech and hearing services, counseling, classroom volunteers and community-involved reward program are coordinated.

The "special ed group" which Watson explains consists of Henish, Davis and himself are proactive for the students identified for special education services. This group is involved with appropriately scheduling the students in general education classes with supportive teachers and classmates. They also work with the classroom teacher suggesting effective instructional strategies for each special student. Watson says he stops by the integrated classrooms, checking up on student progress and determining whether the amount of intervention is appropriate.

Henish is very involved with general classroom teachers. With the flexibility made possible through the Learning Lab, Henish is able to collaborate in a variety of ways. With some teachers, Henish says she works in the classroom "side-by-side." Other teachers are uncomfortable with this approach, she says, so she provides suggestions, takes a small group to work with or serves as a support. "It varies from teacher to teacher—you have to be flexible."

This year a new literature-based language arts/reading program is being implemented. Henish says she is currently "waiting to see what the teachers' needs are" on whether she will teach study skills in the regular classroom or pull students into the lab. Over the summer Henish, Davis and two general education teachers developed strategies—including cooperative learning—for adapting the Houghton-Mifflin literature-based program and plan to inservice the entire faculty this year.

The Learning Lab is also used by general education staff as a resource for their students. Henish says students use the lab when they need extra help in social studies or science. A 30 minute study hall is conducted at the end of the day in which students receive help on their homework and completion is monitored by Henish and the students' parents. As part of this motivation program, students receive points for completed assignments which they trade in at the lab point store. The lab is also used by non-English speaking students who need extra assistance. Henish says teachers just have to ask to give lab access to their students.

The openness and trust that has evolved among the staff have been instrumental in the success of the program according to Gayl and Watson. "You can take this nice recipe and try to put it in place," notes Watson, "but unless the people buy in, it won't work. Our general ed staff has really bought in to our special ed staff because they've see them as a help mechanism. My resource specialist and my learning handicapped



Floyd M. Stork Elementary School

teacher have been instrumental in coming up with good creative solutions for our general ed teachers, so their credibility has been established. Now everybody trusts each other knowing they're going to do what's best for kids."

Contact:

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Floyd M. Stork Elementary School
Alta Loma School District
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Alta Loma, CA 91701



Parent/Professional Collaboration San Diego City Unified School District

'Parent-to-Parent Communication'

Exemplary Features:

Cost efficient method of parent education

Reduces parent/school conflict

Provides equal access for parents of diverse cultural or economic group

Networks community resources

Recipient: San Diego City Unified School District
San Diego USD SELPA, San Diego County

Program: Special Education Parent Facilitator Program

Persons Served: Parents of children with disabilities, birth to 21.

Staff: Dr. Thomas W. Paysant, Superintendent,
Peter T. Gonos, SELPA Director
John T. Fleck, Assistant Director of Special Education

Parent Facilitators:
Kay Bodinger, Co-Coordinator
Konstance Mitchell Co-Coordinator
Sharon Ackerman
Jean Dailey
Linda Eckert
Connie Fay
Guadalupe Galindo
Jackie Gross
Kathleen Hardesty
Ellyn Hoff
Celeste Hunter
Gloria Jefferson
Edwina Posada
Liz Ravenis
Tammy Toensing



When misunderstandings or issues develop over a school service, parents of disabled children can often feel intimidated by the complexities of the educational system and find it difficult to know how or where to voice their complaint. "Parents can be overwhelmed by the bureaucracy," explains Jack Fleck, Assistant Director of San Diego City Unified School District's (SDCUSD) Special Education Department.

San Diego recognized this barrier to communication and has successfully developed an important link between home and school for the purpose of improving education services. "We pair parents who have questions with a parent that has been through it. We make an intensified effort to involve the parent — not just as a token but as an equal," adds Fleck.

A cadre of parents who understand both the issues of parenting a handicapped child and the realities and priorities of the school district have been hired to form the district's Special Education Parent Facilitator Program (SEPF). The program has been operating in the San Diego Schools since 1979 and now serves the parents of approximately 12,000 children in the district's special education program.



"We pair parents who have questions with a parent that has been through it. We make an intensified effort to involve the parent — not just as a token but as an equal."

The program has saved the district money that had been previously spent on the costs of mediating parent disputes. Kay Bodinger, parent facilitator and co-coordinator of the program with Konstance Mitchell, explains, "When we first started, mediations were at a high level. The first year they were reduced to 11, the next year to 5 and by the third year they had been cut to zero." Some complaints do continue to reach the mediation stage but the program has proven itself in the long run. Since 1980 it has been funded under the SDCUSD's master plan for special education budget.

The major method of communication in the program is "one-on-one." Program statistics, which are kept on a formal basis, show that over 2,000 parents were provided service through this direct contact. This does not include indirect contacts such as parent education meetings, conference or phone contacts. SEPF currently employs 16 facilitators.

Fleck took seriously the passage in Public Law 94-142 which reads, "Parents shall be active participants in the planning, implementation and evaluation of their child's Individualized Education Program (IEP)." Funds were applied for from an incentive grant to hire parents to help educate and involve other parents. It began with preschool parents and has since expanded to include parents of children birth to age 21. Fleck explains that justification for the expansion was obvious. "If parents are informed they become much more responsible partners. There is less conflict if they know why we are doing what we are doing."

"Sometimes the parent feels threatened or frightened by the school..."

Bodinger and Mitchell are full time and the others are half time. "The major requirement to be hired as a facilitator is to have a child of our own with special needs," explains Bodinger. "I think this is the most important requirement. We are parents first, and even though on salary for the district, we are on the side of the parent — we have been there." Another benefit provided by the parent facilitators is that they assist the district with unique language needs: several speak Spanish and at least one speaks Vietnamese.

Prior to beginning work as a facilitator, all staff must complete an extensive training period. The 80-hour training course provides information on district organization, communication skills, laws and current legislation, handicapping conditions, the IEP process and personal time-management skills.

Approximately 50% of the parent contacts are initiated by the parent. (The other 50% are referrals from school personnel.) "Parents just pick up the phone and call us," explains Bodinger. However, in some cases, the facilitators have had to make an extra effort to encourage parent participation. Bodinger says that many of the parents of special education students will not attend the IEP meeting. Perhaps because the district serves a large population of multicultural, lower income and single parents, there are more barriers to communication. To overcome this, facilitators often take the information to the parent scheduling a brown bag lunch with a working parent or going to the home in the evening. "Sometimes the parent feels threatened or frightened by the school and will not let anyone from the school near the home. One time I stood on the porch of a home for a half-hour explaining the IEP meeting process to a reluctant parent and finally I was invited in and we talked for two hours," explains Bodinger. A liaison was established.



The parent facilitator serves as a resource to educate parents about the handicapping condition and the importance of the child's education program. Sometimes this is accomplished by just being there. One facilitator illustrates this with the story of a parent who would not attend the original IEP meeting. The parent facilitator attended the IEP and then met with the parent to discuss the meeting. The second year when the IEP was reviewed, the parent agreed to attend if the facilitator would also be there. In the third year, the parent reached the stage of full confidence telling the facilitator, "I feel comfortable going alone, I will call you if I have any questions."

Bodinger explains that the most successful facilitator activities are neighborhood school oriented. Besides home visits, support groups and special interest meetings are organized for parents and school staff.

Other facilitator support includes helping parents to use community agencies: a library and information center of community resources is maintained by SEPF for parents and professionals. Written materials are produced by the facilitator staff to share specific information such as a brochure, "Graduation: A Guide for the Special Education Student" and an introductory

manual, "A Handbook for Parents of Special Children." In total, over 30 pieces of informative materials have been produced by the SEPF program. Facilitators also work with staff to help them to understand parent needs. One successful inservice program, "Welcome to Our World: Handicaps From a Parent's Point of View" is an experiential workshop presented to general education staff members.

"This is a cost effective way for a district to harness the energies of parents."

The one large district-wide event that has gained popularity is the IEP (Involved Exceptional Parent) Day. "This is the only conference I know of that is strictly for parents," explains Bodinger. "This is an inter-agency, collaborative effort from public and private agencies. We provide nationally known keynote speakers and workshops. Everyone gets involved in this event."

The enthusiasm of parent facilitators increases the involvement of all parents. Many are active professionals in their own right, with training in education and/or medicine. "This is a cost effective way for a district to harness the energies of parents," explains Bodinger, "There is a pool of talented parents out there."

Contact:

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San Diego, CA 92117-5975



Transition Services San Luis Obispo County SELPA

'Exploring Vocational Options'

Exemplary Features: Provides experience in jobs that are available in community

Strong business and educational community partnership

Instruction provided by people involved in specific employment areas

Broad range of career experiences

Recipient: San Luis Obispo County Special Education Local Plan Area
San Luis Obispo County

Program: Vocational Exploration Program

Grade Level: Grade 10

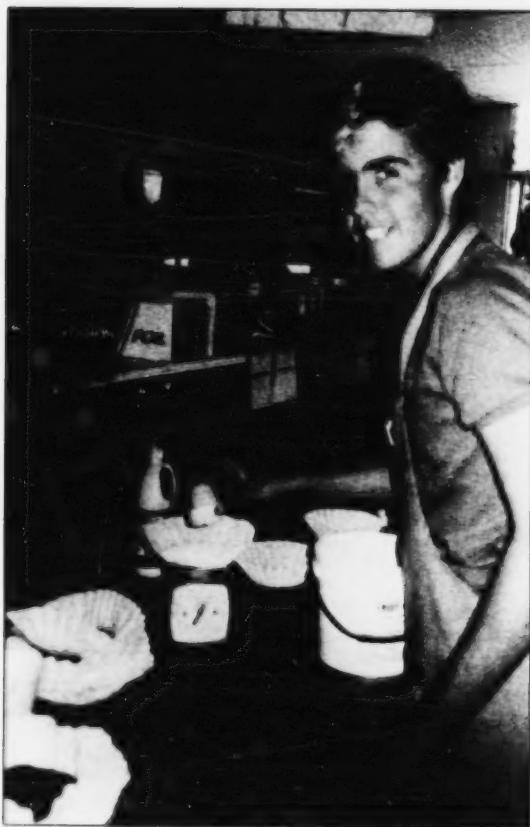
Staff: Gary Seaton, SELPA Director
Laura Kirschner, Program Coordinator at the SELPA
John Barnhart, Director of Projects and Special Services, San Luis Coastal Unified
Jim Gilletly, Coordinator of Student Services, San Luis Coastal Unified
Judy Randazzo, Assistant Superintendent of Instruction, Atascadero Unified
Tom Talbert, Director of Pupil Personnel and Special Services, Lucia Mar Unified
Richard Benitez, Coordinator of Special Projects, Paso Robles High School District

Vocational Exploration Staff:
Janice Graham, Atascadero High School
Kristie Martin, Paso Robles High Schools
Robert Pryor, Morro Bay High School
Esther McGuire, San Luis Obispo High School
Paulette Pons, Arroyo Grande High School



Frustration was the inspiration for developing the Vocational Exploration Program in the San Luis Obispo County SELPA, explains Sylvia Drucker. In 1982, Drucker and Ernie Porter were struggling to help San Luis Obispo Senior High Resource Center students to find some success in school. "It seemed to us that all we were doing was confronting the disability. The very things a learning disabled student can not do are the things that make other students successful."

Porter and Drucker, Resource Center Staff, sat down and evaluated the program and decided that their goal was to enable the student to graduate with basic skills needed to hold and advance in a job and also to develop good self esteem. "Our resource center was not addressing vocational readiness. The kids were not getting jobs on their own, they were not making good decisions, and did not know the right questions to ask."



"We stepped back from the problem," continues Drucker, "and realized we needed to give the students some experience in more than one occupation and in a non-threatening situation."

The result of their brainstorming is the Vocational Exploration Program, a classroom/community-based training program for learning disabled students in resource and special day classes at five high schools in San Luis Obispo County.

A semester-long class was developed for 10th graders to explore at least five occupational areas firsthand. A vocational exploration teacher leads the instruction two periods per day for one semester.

Each occupational unit is three weeks in length. The first week is spent in class learning pre-employment/work maturity skills, functional academics and job specific skills. These may include reading and math requirements that relate to the job, safety requirements or grooming. Types of activities include mock interviews, filling out job applications, learning job-specific vocabulary, guest speakers, field trips and role playing.

"We did not want to replicate a business at the school. That would have been 'pretend' and would not have had the interaction of the real world," says Drucker, so therefore an on-site component is included. The

next two weeks of an occupational unit are spent at the training site, learning specific job functions and responsibilities. Students job shadow, observe, and participate in different types of job tasks. Occupational instruction is provided by on-site employees/supervisors as well as the classroom teacher.

Started as a small pilot program in the high school, the program has expanded beyond San Luis Obispo High School and is now offered in four other high schools in the county: Atascadero, Paso Robles, Morro Bay and Arroyo Grande. The program which uses school facilities is currently funded through the local Private Industry Council (PIC) with

"Most employers are happy to become involved because they want to see kids properly trained to work."

Job Training Partnership Act (JTPA) monies. JTPA was enacted to establish programs to prepare youth for entry into the labor force and to provide job training to economically disadvantaged individuals and others facing barriers to employment.

The San Luis Obispo County SELPA serves as the funding agency and provides centralized direction. Laura Kirschner, vocational education program specialist at the SELPA level who now coordinates the program, explains that JTPA monies fund the salaries of the five teachers located at the school sites and all program costs. The program also receives administrative support from each district special education director and the SELPA director. "We have a very supportive PIC," adds Kirschner. "This reflects the nature of the small rural communities in which our schools are located."

Even with consideration for the unique rural support, Kirschner thinks that the program could be implemented in the majority of school districts in the state. "An urban setting may have even more resources as far as employers, to train students." The program has been shared with districts in neighboring counties and at least two school sites are implementing the program this year.

There is a wide variety of occupational areas offered in the San Luis Obispo program. Kirschner explains that study units have been developed for landscaping, preschool/child care, hotel services, retail sales, health services, electronics, agriculture and automotive services. A unique pool of expertise was used to develop most of the unit study packages. Drucker explains that in the beginning she and Porter net-

worked with other teachers. "We found that many teachers have other jobs on weekends or in the summer and were familiar with the requirements of other occupations. They were contracted to write the three week lesson plans."



Even though Drucker and Porter no longer work directly with the program (Porter is Special Education Department Chairperson at San Luis Obispo High School and Drucker is the Work Experience Education Coordinator), the current staff enthusiasm and networking continues. Kirschner leads staff development meetings where new occupations or employer contacts are shared.

"The vocational exploration teacher does have to spend time knocking on doors to make contacts in the community," says Kirschner. "But most employers are happy to become involved because they want to see kids properly trained to work. They like to be part of the training." In several cases a manager of one business will contact other managers in the area to encourage their involvement.

"Students who have completed the program can better assess their own interests and abilities as they relate to the working world."

After seven years of offering the program, Kirschner says statistics prove its success in preparing students for the world of work. A study, based on 47 students who successfully completed the Vocational Exploration Program in 1987-88, shows that 22 of the students were employed or working in a subsidized job-training program the following year. Another benefit of the program, says Kirschner, is that the program often keeps a student in school who might otherwise drop out. The study shows a 93% success rate with students working or in school.

In summary, Kirschner says, "Vocational exploration students learn valuable skills with the real world as their classroom. They have the opportunity to sample several types of occupational areas, most of which they have not experienced on their own. Students who have completed the program can better assess their own interests and abilities as they relate to the working world."

Contact:

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Preservice Training
Department of Special Education,
Rehabilitation and School Psychology, CSUS

*'Coordinated Program Results in
Dual Credential'*

Exemplary
Features:

Increases numbers of trained special education
professionals to meet the growing demand

Serves as a model of general education/special
education collaboration

Provides a model of leadership for other universities to
replicate

Develops a sense of group identity and a strong
support network

Recipient:

Department of Special Education, Rehabilitation and School Psychology
School of Education, California State University at Sacramento

Program:

Joint Multiple Subjects/Learning Handicapped Credential Program

Grade Level:

Undergraduate and Graduate

Faculty:

Michael Lewis, Chairperson, Department of Special Education,
Rehabilitation and School Psychology
Warren Prentice, Chairperson, Department of Teacher Education
Anne Graves, Program Center Coordinator



"This cooperation is unique. Resource specialists traditionally never have student teachers."

In response to the critical level shortage of qualified professionals in special education, the innovative joint credential program at California State University, Sacramento CSUS enables university students to earn concurrently two teaching credentials—Multiple Subjects (MS) credential from the Department of Teacher Education and the Learning Handicapped (LH) Specialist credential from the Department of Special Education, Rehabilitation and School Psychology.

The joint program integrates the content of the two traditional credential programs. As such, it is not a "new" program but rather a re-packaging of course content and competencies from the traditional programs, explains Michael Lewis, Chairperson of the Special Education, Rehabilitation and School Psychology Department. The 60-unit joint credential, sequenced over four semesters, combines the 32-unit MS program and the 42-unit LH program. This combined course of study shortens the time to completion by at least two semesters.



Anne Graves, CSUS MS/LH Coordinator, is responsible for the placement of students in the student teaching experience which spans three semesters. "This is not a traditional program with regard to student teaching," says Graves. The combined program enables the student to develop a much wider range of knowledge in both general and special education. The second semester of study puts students in the field four days a week with a resource specialist and a general educator. "This cooperation is unique. Re-

source specialists traditionally have not had student teachers," she explains. The third semester, the student teacher is placed in a general education classroom. Because of the compressed course work, the cooperating teacher must provide greater support than in the traditional program. In the final semester, the placement process becomes complex: Graves works with ten different school districts to establish placements in LH special day classes.

She admits that in starting this new program, a new path has been carved. A support network of cooperating teachers had to be assembled and the resulting student experience is worthwhile.

Another educational plus, although unexpected, has resulted from the accelerated program, according to Lewis. It is the sense of group identity gained by students who enroll in the program. Each spring semester 25 students are admitted to the program and it has become apparent that these students develop a cohesive support network. The support network is very important for students involved in the intense schedule. "With a requirement of three semesters of field experience, the program can be stressful," explains Lewis. "Unlike other programs, which are offered through evening classes over a longer period, the CSUS program helps students develop a strong sense of belonging to a student group."

"This innovative program responds to real needs in the field."

In 1987 it was becoming apparent to CSUS special education faculty that steps had to be taken to provide viable alternatives to increase the supply of special educators. Not only had the California Commission on Teacher Credentialing focused on this issue as well as the CSUS Department of Special Education's Community Advisory Committee.

After examining the existing programs, the CSUS faculty found that one impediment for teachers interested in a career in special education was the requirement of spending up to an extra two years in obtaining the credential. Students desiring to work in special education had to complete an entire program in special education after finishing the basic credential program. It was tempting not to continue in their education when they reached the point of employability with a basic credential.

The proposal of developing a joint credential program was tentatively presented to each of the CSUS general and special education faculties. Lewis warns that in order to replicate this program the steps must be taken slowly. Consideration must be given to the traditions as well as to the embedded competencies of each program. "Historically the faculties in general teacher education and special education at CSUS have had excellent communication and a general feeling of good will," adds Lewis. "It is rewarding to me, professionally, to see these two staffs working so well together," agrees Graves. "This teamwork provides an invaluable contribution to students and their career preparation. All of our students have been able to obtain jobs immediately upon finishing."

Lewis served as the representative from the special education faculty to work with Doug Johnson, general education professor, to develop a first draft of a possible program and approach. In creating the program they avoided a "cut and paste" approach in linking the existing MS and LH programs. They worked to reconceptualize the process of training. Each faculty group then reviewed and revised the proposal until a consensus was reached and each faculty group voted acceptance.

The joint credential program is serving as a model for teacher training within California. CSUS also has developed a joint multiple subject/severely handicapped specialist program, scheduled to begin in 1990.

The quality level of the program is monitored by the Special Education's Community Advisory Committee and the department is currently conducting a survey to evaluate program graduates.

Contact:

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Appendices

- Purpose of the Special Education Exemplary Program
- 1989-90 Application Process
- California Special Education Regional Staff Development Councils
- 1988-89 Criteria for Selection of Special Education Exemplary Programs
- Rating Sheet for Selection of Special Education Exemplary Programs
- 1988-89 Special Education Exemplary Programs

Purpose of the Special Education Exemplary Program

The purpose of the Special Education Exemplary Program process is to provide recognition to outstanding special education programs. The programs identified are not provided monetary grants and they maintain their exemplary program status for a period of 18 months. All Exemplary Programs receive an engraved plaque from the State Department of Education.

The programs selected are expected to have a commitment to participate in some type of training activities in accordance with their available resources. This may include activities such as visits/observations by others, provision of a written program description or training materials, presentations at conferences or conducting specific training sessions.

Many positive results arise from the identification and recognition of exemplary programs in the state. Some of the following outcomes provide a rationale for the continuing identification and recognition of Exemplary Programs.

1. To provide recognition for programs that exemplify that use of currently accepted philosophical and research-based methods in special education. In the identification of exemplary programs, some of the global qualities that an exemplary program should reflect are technical adequacy, innovation/creativity, replicability, legal conformance, thoroughness, accountability and effectiveness.
2. A major outcome of exemplary programs is to encourage and afford the opportunity for others to adopt and emulate the programs and practices identified.
3. As a result of the exemplary programs process, it can be expected that an increased awareness of high-quality practices in special education will occur.
4. Exemplary programs reflect and showcase the best there is among special education programs in California, thus providing the state an opportunity to gain national recognition as a leader in the field.

1989-90 Application Process

Program Eligibility

To be eligible for consideration as an exemplary programs, applicant programs must be clear of compliance citations and complaints. College and university credential programs must have received standard approval on their most recent Commission on Teacher Credentialing program specific evaluation. Credential programs that have received "conditional," "probationary" or "termination" status will not be considered. Any programs recognized as exemplary in 1988-89 are not eligible to apply for 1989-90 recognition.

Program Components

A panel of experts will be looking for evidence presented in the application that establishes the program quality in the areas listed below. The panel recognizes that some of the areas will not apply equally to all types of programs, but the applicant should provide information related to all areas that do apply to their program.

- Least Restrictive Environment
- Parent Involvement
- Staff Development
- General/Special Education Collaboration
- Maximum Utilization of Resources
- Support Personnel
- Implementation of key elements of the California Education Reform (e.g. SB 813)
- Effective educational practices supported by a body of research.
- Administrative support
- School-community transition efforts
- Multi-cultural considerations

Exemplary Programs Cover Page Format

This format must be used for the cover page of the original and each of the eight copies of the application submitted to the Regional Council by November 17, 1989 and for the applications forwarded to the Special Education Division no later than December 22, 1989.

Title of program:

Grades or age groups served:

District/Agency:

SELPA:

Region:

Contact person:

Title:

Agency:

Address:

Telephone:

District Superintendent:

Address:

Telephone:

SELPA Director:

Address:

Telephone:

President (if college or university):

Address:

Telephone:

Exemplary Program Application The application must include a cover page and a maximum of three-to-five pages of additional material to cover the areas listed below. No additional attachments or documentation will be accepted with the application. Additional evidence may be requested/reviewed if program is visited during the final selection process.

1. **Program Overview.** Provide a complete description of the program.
2. **Exemplary Aspects of the Program.** Describe the exemplary aspects of the program and particularly address the areas previously listed in the Program Components section.
3. **Date to Support Program Success.** Provide specific data that support success in areas noted above.
4. **Replicability.** Describe how the program could be replicated in other settings. Provide information on the resources needed / available to implement the program in other settings.

California Special Education Regional Staff Development Councils

Council	Counties Involved	Contact Person
REGION A	San Diego Imperial	Gary Myerson Poway USD 2805 Ross Lane Escondido, CA 92025 (619) 747-0888 (H) (619) 748-0010, ext. 250
REGION B	Orange	Al Kaufman Irvine USD P.O. Box 19535 Irvine, CA 92713 (714) 651-0444
REGION C	San Bernardino Inyo Riverside	Doris Bishop-Agin 777 North F Street San Bernardino, CA 92410 (714) 381-1100
REGION D	Los Angeles	Belinda Karge Cal State Northridge Dept. of Special Ed. 18111 Nordhoff Street Northridge, CA 91330 (818) 717-5087 (office) (818) 885-2596 (dept.)
REGION E	Kern Kings Tulare	Janis Spinozzi Kern Co. Supt. of Schools 5801 Sundale Avenue Bakersfield, CA 93309 (805) 398-3812
REGION F	Ventura San Louis Obispo Santa Barbara	Fran Arner-Costello Ventura SELPA 555 Airport Way, Suite C Camarillo, CA 93010 (805) 388-4215
REGION G	San Benito Santa Cruz San Diego Santa Clara Monterey	Linda Bourgaize San Benito/ Santa Cruz County SELPA 90055-D Soquel Aptos, CA 95003 (408) 688-7703
REGION H	Calaveras Amador Fresno Madera Mariposa Merced Stanislaus Tuolumne	John Brophy Calaveras Co. Office of Ed. Box 760 Angles Camp, CA 95221 (209) 736-4662

California Special Education Regional Staff Development Councils

Council	Counties Involved	Contact Person
REGION I	Alpine Colusa El Dorado Mono Nevada Placer Sierra Sacramento San Joaquin Solano Sutter Yolo Yuba	Ann Sprague SELPA Director San Joaquin Co. Schools P.O. Box 213030 Stockton, CA 95212 (209) 468-4925
REGION J	Del Norte Humboldt Lake Marin Mendocino Napa Sonoma	Jack Ward Mendocino Co. Office of Education 2240 Eastside Road Ukiah, CA 95482 (707) 463-4807
REGION K	Butte Glenn Lassen Modoc Plumas Shasta Siskiyou Tehama Trinity	Joni Samples Glenn Co. Office of Ed. 525 W. Sycamore Willows, CA 95988 (916) 934-7011
REGION L	Alameda Contra Costa San Francisco San Mateo	John Namkung Director, Special Services Fremont USD 4210 Technology Way Fremont, CA 94538 (415) 659-2569

1988-89 Criteria for Selection of Special Education Exemplary Programs

NOTE: Following are examples of detailed criteria statements to be considered in the review of applications for exemplary programs. Statements printed in **Boldface** are those applicants were asked to respond to and are quoted directly from the original document entitled *Exemplary Programs — Special Education* that was distributed by the Special Education Division. The remainder of the criteria statements were adapted from the Effectiveness Indicators of Students Outcomes sections of the Final Report of the Task Force on Program Effectiveness in Special Education entitled *Model for Program Quality in Special Education* or developed by the Program Committee of CSPDAC.

1. **Describe the program developed by the School/District/County to meet the identified need. Include the program objectives and a description of how this program addresses the State Department of Education's mission and goals which are applicable to your program. (55 points). These include:**
 - 1a. **Indicators of student success in regular and special education classes.**
 - 1a1. Is student progress measured in one or more of the following domains: cognition; communication; social interaction; fine and gross motor; self-help; and family interaction?
 - 1a2. Are criterion-referenced and/or norm-referenced tests used to determine to what extent the special education program is effective in assisting students in achieving the goals of education by attaining functional skills, basic academic proficiencies, thinking skills, and cultural literacy?
 - 1a3. Is student progress, as well as the rate of progress through the grade levels, used to provide an index of academic achievement?
 - 1a4. Are data on student acquisition of district minimum proficiencies, the rate of this acquisition, and the method used to demonstrate these proficiencies available to document student success?
 - 1a5. Do the percentages of students who either graduate from secondary school or complete their designated curricula support the success of students?
 - 1a6. Does the percentage of students who enroll in post secondary training and the levels of success attained by them serve as an index of program effectiveness?
 - 1a7. Does student attainment of personal/social skills in a variety of behavioral areas such as health, leisure, interpersonal skills, self-esteem document affective development?
 - 1b. **Maximum utilization of all available resources on school site, within SELPA, and in community.**
 - 1b1. Is there evidence of collaboration between regular and special education teachers and other staff in the planning for, and provision of, educational opportunities to all special needs students?
 - 1b2. Does each LEA provide opportunities and encouragement for consistent interaction and communication among teachers and parents?
 - 1b3. Are parent education programs/services available to families of regular & special education students?
 - 1b4. Does the use of consultative approaches characterize the interactions among special education, general education, other categorical programs, and relevant community agencies?
 - 1b5. Does the skill attainment of handicapped individuals indicate that they can successfully participate in class, school, community, and extracurricular activities?
 - 1c. **Increase in amount and quality of instructional time and homework.**
 - 1c1. Do regular and special education teachers and other program staff demonstrate the necessary skills and training for instructing the students they are assigned?
 - 1c2. Is ongoing inservice training designed and revised on the basis of its effectiveness in producing student outcomes and available for regular and special education teachers and other program staff?
 - 1c3. Is the instruction provided by regular and special education teachers and other program staff observed regularly and feedback provided in a way that leads to greater instructional effectiveness?
 - 1c4. Is the instruction consistent with the IEP goals and aligned with the course of study?
 - 1c5. Does teaching occur as a series of short "assess-teach-assess" cycles?
 - 1c6. Does teaching maximize appropriate skill generalization?
 - 1d. **Provides for accountability through frequent assessment of the program's quality and students' progress toward achieving the program's intended purposes.**
 - 1d1. Is there a process in place whereby documentation of student outcomes and changes in student placement are used to accomplish the goal of teaching students in the least restrictive environment?
 - 1d2. Is placement in the course of study based on curriculum-referenced assessment and predictions concerning the student's rate of growth in particular skill areas?
 - 1d3. Is a management system used which reflects each student's progress through the course of study?
 - 1d4. Are instructional materials utilized to optimize student learning selected on the basis of data which demonstrate their effectiveness?

- 1e. **Encourages increase in attendance and reduction in dropout rate.**
 - 1e1. Are attractive and inviting learning environments facilitated through both LEA policies and student and staff activities?
 - 1e2. Do the school attendance patterns of handicapped students in both their regular and special education programs indicate levels of personal/social skill attainment?
 - 1e3. Does improved daily attendance of students with handicaps, including partial day attendance, suggest a level of development in the personal/social skills area?
 - 1e4. Are more students remaining in school (i.e., not dropping out, fewer suspensions, fewer expulsions)?
- 1f. **Implementation of core curriculum (district adopted core curriculum) and alignment with MODEL CURRICULUM STANDARDS and frameworks.**
 - 1f1. Does the course of study consist of a comprehensive and sequenced set of goals and objectives that students are to achieve as a result of instruction in development/academic skills, personal/social skills, and community economic skills?
 - 1f2. Does the course of study include goals and objectives as well as provisions for adapting materials and modifying instruction to address the needs of students with all types and levels of disability?
- 1g. **Least restrictive environment.**
 - 1g1. Are a full continuum of education and related service options (including categorical and non-categorical education services) available and utilized to accommodate all special needs students and is the selection of options based on student needs and outcome data?
 - 1g2. Are special education services delivered as closely as is geographically feasible to the mainstream school and community environments appropriate to the educational characteristics and needs of the individual student?
 - 1g3. Are special education classes and regular education classes located within school sites in a manner which facilitates integration, mainstreaming, and social interaction?
 - 1g4. Do all students have equal access to (and are actively involved in) school facilities, equipment and materials, as appropriate, and extra-curricular activities or programs?
- 1h. **Process for transitioning special education students: (a) into regular education and (b) into the community.**
 - 1h1. Is a set of criteria available, and utilized, to evaluate a student's readiness for transitioning to regular education?
 - 1h2. Are prevocational and vocational skills an integral part of the curriculum for special education students?
 - 1h3. Is emphasis placed on student success in acquiring independent living skills which allow them to access community services, live independently, recreate, and express their rights as citizens?
 - 1h4. Does the number or percentage of students who obtain employment provide an index of the attainment of major program goals and outcomes? (Note: Measures of work productivity must be sensitive to part-time and non-salaried/volunteer endeavors, as well as to the overall economic climate.)
 - 1h5. Are factors such as current and past employment status, salary, promotions, job retention, reasons for leaving jobs, etc. used to ascertain the level of attainment in this area?
 - 1h6. Are measures longitudinal and applied at other times than immediately after high school graduation?
2. **Describe factors that make your program exemplary above and beyond factors listed above such as the learning environment, staff development, leadership, improvement process, community involvement, integrated skills, instructional practices, etc. (30 points)**
 - 2.1 Does the program conform to all Federal and State regulations regarding the operation of this type of program?
 - 2.2 Does the program reflect "best practices" which could be supported by research, State Department policy, or the consensus of experts?
 - 2.3 Cite exemplary areas of the program that are not listed in the initial criteria and provide a rationale for your decision.
 - 2.4 Is the exemplary nature of these factors verified at the time of the site visit? How?
3. **How might your program serve as an exemplary program to others in our state (training, demo site, etc.)? Include any written resources that demonstrate how you might move into this area of "sharing" with other programs in the state. (15 points)**
 - 3.1 Are there aspects of the program that could clearly be "taught" to others?
 - 3.2 Is there an identified need for others to acquire the skills/knowledge demonstrated in the program?
 - 3.3 How feasible is the proposed method of training/sharing?
 - 3.4 What materials have been developed (e.g., printed descriptions/instructions, audio or video tapes) that would facilitate the training/sharing?
 - 3.5 Are the resources currently available (e.g., personnel, space) to provide for this training?
 - 3.6 What additional funds would be required to implement this training/sharing?

Rating Sheet for Selection of Special Education Exemplary Programs

Application Area/#: _____ Rater: _____ Total Points: _____

NOTE: Each member of the review team is to read the exemplary Program application and complete the following form by assigning points to each of the rating areas. In addition, the reader should provide narrative comments for each of the areas of criteria regarding the relative strengths and weaknesses of each application. Statements printed in **Boldface** are those that applicants were asked to respond to and are quoted directly from the original document entitled *Exemplary Programs — Special Education* that was distributed by the Special Education Division. Readers may wish to refer to the examples of detailed criteria statements for each of the areas provided in the *Proposed Criteria for Selection of Exemplary Programs in Special Education*. Sum the total points and sign the form.

1. Describe the program developed by the School/District/County to meet the identified need. Include the program objectives and a description of how this program addresses the State Department of Education's mission and goals which are applicable to your program. (55 Total Points). These include:
 - _____ 1a. Indicators of students success in regular and special education classes. (7 points)
 - _____ 1b. Maximum utilization of all available resources on school site, within SELPA, and in community. (7 points)
 - _____ 1c. Increase in amount and quality of instructional time and homework. (7 points)
 - _____ 1d. Provides for accountability through frequent assessment of the program's quality and students' progress toward achieving the program's intended purposes. (7 points).
 - _____ 1e. Encourages increase in attendance and reduction in dropout rate. (6 points)
 - _____ 1f. Implementation of core curriculum (district adopted core curriculum) and alignment with MODEL CURRICULUM STANDARDS and frameworks. (7 points)
 - _____ 1g. Least restrictive environment. (7 points)
 - _____ 1h. Process for transitioning special education students: (a) into regular education and (b) into the community. (7 points)
- _____ TOTAL POINTS FOR AREA + COMMENTS:
2. Describe factors that make your program exemplary above and beyond factors listed above such as the learning environment, staff development, leadership, improvement processes, community involvement, integrated skills, instructional practices, etc. (30 points)
 - _____ TOTAL POINTS FOR AREA + COMMENTS
3. How might your program serve as an exemplary program to others in our state (training, demo site, etc.)? Include any written resources that demonstrate how you might move into this area of "sharing" with other programs in the state. (15 points)
 - _____ TOTAL POINTS FOR AREA + COMMENTS

1988-1989 Special Education Programs

The California Comprehensive System of Personnel Development Advisory Committee and the Division of Special Education encourages visits and contacts to Exemplary Program sites. In order to follow requested visitation procedures and protocol for each program, please contact Ruth Wharton at 916/327-4180 or 916/322-2173 to obtain specific visitation information as this will vary from district to district. Interest in the Exemplary Programs is appreciated.

Ruth Wharton, Consultant
Special Education Division
California State Dept of Education
916/327-4180 or 916/322-2173

Early Childhood Education
Skyline Elementary School
Dr. Christine Watts
Solana Beach School District
606 Lomas Sante Fe
Solana Beach, CA 92075

General Ed/Special Ed Collaboration
Hillside University Demonstration School
Martha Pinckney, Principal
Hillside University Demonstration School
San Bernardino City Unified School District
4975 North Mayfield Avenue
San Bernardino, CA 92407

General Ed/Special Ed Collaboration
Mission San Jose High School Resource Model
Dorothy Highbaugh, Chairperson
Special Education Department
Mission San Jose High School
Fremont Unified School District
41717 Pal Avenue
Fremont, CA 94539

General Ed/Special Ed Collaboration
Floyd M. Stork Elementary School
Peter Watson, Principal
Floyd M. Stork School
Alta Loma School District
9350-F Baseline Road
Alta Loma, CA 91701

Parent/Professional Collaboration
San Diego City Unified School District
John T. Fleck
Assistant Director of Special Education
San Diego City Unified School District
3401 Clairmont Drive
San Diego, CA 92117-5975

Transition Services
San Luis Obispo County SELPA
Laura Kirschner
Vocational Education Program Specialist
San Luis Obispo SELPA
P. O. Box 8105
San Luis Obispo, CA 93403-8105

Preservice Training
**Department of Special Education,
Rehabilitation and School Psychology**
Michael Lewis, Chairperson
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Rehabilitation and School Psychology
California State University, Sacramento
6000 J Street
Sacramento, CA 95815

*California Special Education
Exemplary Programs, 1988-89*

This handbook details the seven award winning special education programs selected for 1988-89. Interviews with participants in the program present firsthand information of how the programs developed and provide explanation of what makes them outstanding and successful programs. Additional materials explain how programs may apply for exemplary recognition.



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